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ABSTRACT

Using an example of the model partnership program between the Sacramento City Unified School District (SCUSD) and Sacramento City College (SCC), this report offers guidance for community colleges interested in developing or expanding articulation programs with local high schools. Part 1 provides an overview of the policy issues involved in articulation, reviewing important documents, literature, and legislation addressing the topic. Part 2 describes the SCUSD/SCC articulation model, providing background information on the initiation of the partnership in 1982; the organizational features of the model; and such component activities as in-service staff workshops, student services beginning in the 8th grade, articulation agreements permitting students to fulfill prerequisites in occupational classes at the high school and go directly to advanced classes at SCC; and the assessment of high school students' basic skills during their junior year. This section also explains how the project was funded and underscores the replicability of the model. Finally, part 3 offers guidelines for establishing a high school/community college partnership, covering factors which contribute to and inhibit success, funding issues, and particular features of the SCUSD/SCC experience contributing to success. (LAL)

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Management Report

1986-7/2

Partnerships for Excellence: High Schools and Community Colleges

By:

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Norval Wellsfry

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FOREWORD

Both the Master Plan Commission for the Review of Higher Education and the California Association of Community Colleges' Commission on Instruction have identified the Sacramento City Unified School District/Sacramento City College articulation program as an exemplary articulation model for a high school/community college partnership. The CACC report states that "many feel that this model should be studied for replication because of its success in producing excellent articulation processes between the community college and its feeder high schools."

The Master Plan report notes that "among the most promising of ...intersegmental efforts are...the identification and encouragement of existing high school/community college articulation models, such as the Sacramento City Unified School District/Sacramento City College Articulation Council."

Nationally, the project was one of three model partnership programs to be featured in the AACJC national video teleconference on community college partnerships with high schools. In addition, the AACJC Sears Foundation Keep America Working Project recognized the success of the model and funded an expansion of the project with a special grant.

With the increasing attention on articulation, this project merits the consideration of management staff as they review possible strategies to begin or improve articulation programs at their respective institutions. Readers interested in additional information or in the materials mentioned in this report may write to Linda Wark at Sacramento City College.

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PART I - ARTICULATION - AN IMPORTANT EDUCATIONAL POLICY ISSUE

Introduction

Articulation is a major educational policy issue today. It is practically impossible for a community college administrator to read an educational policy document or professional publication and not find a reference to the importance of "articulation." Administrators are being encouraged to start or improve cooperative efforts with their colleagues in other sectors of education by a wide variety of individuals, professional associations, and policy making bodies. The purpose of this section of the report is to review the policy documents, literature, and legislation which address the importance of articulation.

Master Plan for Review of Higher Education

The Commission for the Review of the Master Plan for Higher Education notes in their recent report, The Challenge of Change...A Reassessment of the California Community Colleges, that "There is renewed concern for clear articulation between high schools and colleges regarding the preparation needed for success, and between university and community college faculties about the essential components of particular academic curricula." The Commission views articulation efforts as being particularly important to "improve the health of the transfer function." According to the Commission Report, the issues surrounding the transfer function -- student underpreparation in the high schools, the lack of minority transfer students, the relative success of community college transfer students in the four-year colleges and universities -- can all be effectively addressed through collaborative efforts with the high schools and other sectors of education. (Commission for the Review of the Master Plan for High Education, 1986.)

The Master Plan Commission again references the importance of articulation in the section on Vocational Education. Recommendation No. 15 states: "The Board of Governors and the State Board of Education, with appropriate faculty consultation, help local high schools and community colleges to establish closely articulated "2+2" programs...where such programs would meet local student and employer needs, and that in cooperation with the Trustees of the California State University, with appropriate faculty consultation, develop articulated "2+2+2" vocational programs leading to the baccalaureate degree where appropriate." (Commission for the Review of the Master Plan for Higher Education, 1986)

Joint Committee for Review of Master Plan

Similarly, the Joint Committee for Review of the Master Plan for Higher Education maintains "there is a need for greater continuity between the high schools, community colleges, and university systems." They recommend that "the Board of Governors and the State Board of Education, with appropriate faculty consultation, help local high schools and community colleges to establish closely articulated "2+2" programs... where such programs would meet local student and employer needs." The Joint Committee report makes several other suggestions and recommendations that secondary schools and community colleges work together to solve problems such as underrepresentation of specific groups in certain vocational programs. (Joint Committee Report, September 1986.)

Parnell's Neglected Majority

Dale Parnell also places a heavy emphasis on articulation and "2+2" programs in his book, The Neglected Majority. He asserts that community colleges, along with other postsecondary institutions, can play a significant role in helping to build a more effective partnership between secondary schools and community, technical and junior colleges. (Parnell, 1985.)

In an open letter to the Leaders of American High Schools and Community Colleges, Parnell comments that never before have educators been more willing to give up some of their "turf" battles in favor of cooperation and collaboration. He asserts that recent reform reports provide motivation for taking some positive additional and public steps toward educational excellence at all levels, "steps discussed for years and residing in the hopes and dreams of those who live their lives in the educational trenches of our schools and colleges. Now is the time to move toward education quality...opportunity with excellence." (Parnell, 1985.)

Occupation Education Coalition

The California Community College Occupational Education Coalition (Coalition) is another organization which has consistently supported and encouraged a variety of articulation models and programs between secondary schools and community colleges. The Coalition specifically recommends a broad definition of articulation and expresses concern about describing articulation efforts only in terms of the "2+2" model. In a paper which was recently written in response to the Mission Study Statement, the Coalition stressed that the "2+2" model represents only one method of articulation between high schools and community colleges. They maintain that "articulation should provide for addressing all components of a

comprehensive secondary and community college program." There is as much need for closely articulated transfer programs as there is for closely articulated vocational programs. In addition, the Coalition encourages community colleges and high schools to develop articulation agreements for specific courses as well as entire programs as is the case in "2+2" programs. (Coalition, 1986.)

CACC's Commission on Instruction

The California Association of Community College's (CACC) Commission on Instruction views the issue of articulation as so critical that they created a special subcommittee to address articulation concerns. Under the leadership of Barbara Mertes, the subcommittee developed a paper entitled "Building New Partnerships: California's Secondary Schools and California Community Colleges." The subcommittee suggests that "secondary schools and community colleges need to form a strong cooperative working relationship if the educational opportunities they offer are to have long term benefits for the diverse local populations which they jointly serve." The Executive Director of CACC, Peter Hirsh, commented on the report; "emerging most clearly from the analyses is the inescapable conclusion that the secondary schools and the community colleges have a joint responsibility in providing continuity of meaningful and relevant instructional programs and student services support for...students." (Mertes, 1986.)

Carnegie Foundation

For the past several years, The Carnegie Foundation for the Advancement of Teaching has also been concerned about the subject of articulation and what they refer to as the "seamless web of education." The Foundation developed a special report on articulation entitled School and College - Partnerships in Education to highlight the importance it places on articulation. The Foundation also helped organize the nation's first conference of state school superintendents and college presidents. (Maeroff, 1985.)

Ernest L. Boyer indicates that his hope is that the Carnegie publication and the meetings will help "to close the gap that is increasingly intolerable if American education is to progress and fulfill its promise. Education involves many relationships at many different levels, and, in the end, all of these linkages must be strong. If they are not, the chain will snap and the nation will suffer an unbearable loss of educational effectiveness." He goes on to say that these are "tough times for American education." Enrollments are declining, budgets have been cut, federal mandates have sharply shifted, and public confidence in education has weakened. He asserts that some colleges and schools will be able to ride out the storm, continuing their journey in "splendid isolation." For most, however, he says that "there is an unmistakable mandate; join

together and make the trip more successful for the institution and rewarding for the students." (Maeroff, 1983.)

AACJC National Video Teleconference on Articulation

Another indication that high school/community college articulation is an important educational policy issue occurred on September 30, 1986 when high school and community college leaders in over 250 communities across the country participated in the first AACJC national video teleconference on "The High School/Community College Connection." The video teleconference was beamed by satellite to downlink/receive site locations nationwide. The purpose of the video teleconference was to explore ways to strengthen working partnerships between high schools and community colleges and to highlight three successful programs. (AACJC, 1986.)

California Academic Partnership Program

The State legislature recognized the importance of articulation with its passage of the California Academic Partnership Program (AB 2398 - Hughes) in 1984. The purpose of the program is "to develop cooperative efforts to improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college." This legislation was particularly noteworthy because it was the first time that the California legislature appropriated funds to support articulation efforts.

Chancellor and State Superintendent Redirect VEA Funds for Articulation

Joshua Smith, Chancellor of California Community Colleges, has indicated his priority and commitment to the importance of articulation by working with Bill Honig, Superintendent of Public Instruction to set aside \$530,000 of Vocational Education funds "to facilitate secondary-postsecondary vocational education articulation." The Request for Proposal (RFP) will fund projects in three stages: 1) Planning, 2) Implementation, and 3) Expansion and/or Institutionalization. The rationale for the use of vocational funds at this time is that "although secondary-postsecondary program articulation has been around for decades, today it is entering a strong new developmental cycle, driven by a renewed sense of service to students and community, the demand for educational excellence, the spread of new technology into most technical occupations, and the need to get the most of shrinking finances at a time of declining enrollments." (Smith and Honig, 1986.)

California Postsecondary Education Commission (CPEC)

The State Legislature again indicated its interest in articulation through the passage of AB 3639 - (Bradley) in 1986. This bill appropriated funds to the California Postsecondary

Education Commission to conduct a study to determine the feasibility of establishing articulated "2+2" and "2+2+2" vocational and professional programs leading to associate and baccalaureate degrees. The Legislature expressed its intent that the governing boards of school districts and community college districts, in cooperation with the State Board of Education and the Board of Governors of the California Community Colleges assess the feasibility of establishing closely articulated programs at all levels of education.

PART II - THE SACRAMENTO CITY COLLEGE/SACRAMENTO CITY UNIFIED SCHOOL DISTRICT ARTICULATION MODEL

Introduction

With the increasing attention on articulation, many community college administrators are interested in beginning or improving articulation efforts with their local secondary schools. This section of the report is devoted to an indepth examination of one such effort between Sacramento City College (SCC) and Sacramento City Unified School District (SCUSD). This project has been in existence since 1982 and has been recognized by both the Master Plan Commission for the Review of Higher Education and the California Association of Community Colleges' Commission on Instruction as an exemplary articulation model for a high school/community college partnership. The CACC Partnership report states that "many feel that this model should be studied for replication because of its success in producing excellent articulation processes between the community college and its feeder high schools." (Mertes, 1986.)

Nationally, the project was one of three model partnership programs to be featured in the AACJC national video teleconference on community college partnerships with high schools. In addition, the AACJC Sears Foundation "Keep America Working Project" recognized the success of the model and funded an expansion of the project which increased its viability in the business community. With the increasing attention on articulation, this project merits the consideration of management staff as they review possible strategies to begin or improve articulation programs at their respective institutions.

Background

In the fall of 1982, former SCC President, Doug Burris (now Vice Chancellor of the Los Rios Community College District), and former city schools Superintendent, Tom Giugni (now Superintendent of Long Beach Unified School District), established the SCC/SCUSD Articulation Council to direct and coordinate activities between their two systems. They shared the belief that educational excellence is a joint responsibility of community colleges and school districts. Like many high schools and community colleges in California, SCC and SCUSD serve many of the same students, work toward common goals, and experience similar problems. The Council was created to counter a trend toward a growing number of underprepared students, apparent duplication of efforts, and shrinking budgets.

Organization of Model

From the beginning, the two systems agreed to be equal partners in the venture. The Council meets regularly and is co-chaired by the Superintendent of SCUSD, Keith Larick, and the President of SCC, Carl Christian Andersen. Meeting sites are rotated between

the college and the school district. Agendas are formulated for each meeting and minutes reflect the action of the Council. Subcommittees are co-chaired by faculty and/or administrators from both systems. Costs are equally shared.

The Council is made up of top-level administrators, line and staff, from both systems. Ideas for activities come from faculty, other administrators, or the Council itself. A proposal for an activity is presented to the Council which analyzes the feasibility of implementing the project. If the Council approves a project, a subcommittee is formed which is responsible for the project's implementation. Progress reports on the project are brought to the Council as a final report and evaluation. Projects may occur every year or one time only depending on the nature of and need for the project.

Activities

Articulation activities have tended to be focused in four main areas: staff inservice, student services, articulation agreements, and assessment.

Staff Inservice

During its four years of existence, the Council has sponsored inservice activities in English, math, science, counseling, and social sciences. Selected faculty are responsible for coordinating all inservice activities. Most workshops are held during a regular work day.

Three workshops have been held for English Faculty. The first workshop focused on sharing information about texts, courses of study, and testing. The second workshop was on college writing and the third on college reading. Prior to the last two workshops, English faculty from both systems developed supplemental curriculum guides on college writing and college reading. These guides formed the basis for the workshops. The guides were then distributed to all high school and college English instructors and twelfth grade students. The ESL faculty are planning a workshop for non-English instructors on techniques for teaching ESL students in other disciplines such as humanities, social science, and science.

Workshops in math and science focused on course expectations, student skill levels, equipment and laboratory shortages, and possible solutions. After the workshops, math faculty attended an assessment conference together, and science faculty exchanged courses of study. In the social sciences workshops, faculty discussed scope and sequence of the history curriculum, course requirements for graduation, and teaching strategies. Last year's workshop focused on critical thinking and featured practical critical thinking strategies for the classroom. This year's social science workshop was on writing across the curriculum.

Inservice workshops have been held for both high school and middle school counselors. In these small group sessions, secondary counselors were given an indepth look at various college programs in both transfer and vocational education.

The inservice workshops were planned and coordinated by faculty. Many of the workshops produced recommendations for further joint projects. The workshops also have tended to break down perceived barriers between the two systems as faculty have gotten to know and trust each other.

Student Services

Student service activities begin in the eighth grade. Every other Thursday morning, SCUSD busses 70 eighth grade students to the SCC campus. The eighth graders are taken to the College Center where they are given a name tag, a folder of SCC information, and a snack. They then view a short slide tape about the college. After the presentation, they break into small groups for tours of specific college programs and facilities. At the Career Center, they access a computer and receive an individualized career printout. Last year, one of the SCUSD middle schools designated May as "SCC Tour Month" and displayed the SCC banner and pictures of the students on the SCC campus.

In the eleventh grade, students are mailed the brochure, "College, It Can Make The Difference." This brochure was jointly developed by CSUS, UCD and the Los Rios Community College District and details not only community college admission requirements but also the other local institutions as well.

In the summers of 1985 and 1986, the Council offered a free twenty hour SAT preparation class for high school juniors. Students learned about the importance of the SAT and acquired test-taking skills and techniques. Special recruitment efforts were targeted for ethnic minorities who are underrepresented in the UC system.

In the summer of 1986, the Council sponsored a program for 54 economically disadvantaged SCUSD middle school students. The program was held at the college and featured reading, math, computers, esteem building, and structured recreation activities. Mentors and tutors augmented the teaching staff.

Articulation Agreements

Articulated agreements allow high school students to fulfill prerequisites in occupational classes at the high school and to go directly to advanced classes at SCC. To establish the agreements, faculty from the high schools and the college meet and analyze course content and proficiency levels. After this analysis, faculty draw up an articulation agreement which specifies competencies for each course. The agreements are

presented to the Council for adoption and then distributed to appropriate occupational education staff, counselors, and registrars. The agreements are updated annually. Agreements currently exist in electronics, accounting, data processing, drafting, clerical skills, computer science, graphic arts, metals/machine tool/welding, photography, clothing alterations, and allied health.

Assessment

SCC uses the Stanford Test of Basic Skills (TASK) for placement in its English classes. In SCUSD, the only type of testing in high school is minimum proficiency testing and the California Assessment Program, which gives program, not individual student information. After the first English workshop, SCUSD faculty asked whether or not the TASK test could be used in high school English classes. The Council approved piloting the use of TASK for eleventh grade students in one of the high schools. The pilot was successful, and in the fall of 1984, the test was administered to all SCUSD juniors.

An extensive evaluation of the project showed that mass administration of the test had many operational problems. Because of the evaluation, the project was altered last year. A SCC team from counseling, admissions and records, and financial aid visits each high school and administers the test to interested seniors. The test is scored at the high school, and students receive an immediate print-out of their test results. They also meet with a counselor and financial aid representative to discuss SCC courses and loan opportunities. Students completing this process at the high school are given priority registration at SCC.

Fiscal Support

During its first two years, the Council received no outside funding and supported projects from the existing resources of both systems. In 1984-85 the Council received a \$20,000 grant from the Fund for Instructional Improvement and a \$20,000 grant from the California Academic Partnership Program (CAPP). In 1985-86 CAPP awarded the Council a \$50,000 grant, and additional recognition was received through an \$8,000 grant from the Sears Roebuck Foundation. For 1986-87, the final CAPP grant funding level is \$40,000.

Replicability of the Model

The SCC/SCUSD articulation model can be easily replicated. Its design is simple yet inclusive. No outside funds are needed to begin the program. Its base of support is administrators and faculties from both institutions. Its major requirements are time and a willingness of the systems involved to give high priority to achieving excellence in education through an equal partnership working toward common goals to improve instruction

and student services. Additional information and related material on this model are noted in the Appendix. Individual community colleges wishing to form partnerships need to develop an articulation model and plan which will meet their unique local needs. The factors which should be considered in starting a successful articulation program will be discussed in the next section.

PART III - ESTABLISHING A PARTNERSHIP - HOW TO GET STARTED

Introduction

Getting started in community college/secondary articulation involves organization and initiative. This section will focus on several major issues that need to be addressed in developing an action plan for effective articulation programs. It will also discuss those factors which contribute to and inhibit effective articulation.

Factors Which Contribute to Success

Recent studies by several authors have suggested principles or factors which contribute to successful high school/community college partnerships. These conclusions about factors which contribute to success were based on field studies of successful partnerships across the country.

A special Carnegie report identified five basic principles which were common to the successful projects in their study. First, educators at both levels must agree that they do, in fact, have common problems. Second, the traditional academic "pecking order" syndrome must be overcome. Higher education cannot expect to dictate, process, and unilaterally establish the ground rules and expect the high schools to passively comply. "Top down" planning will not work. Third, cooperative projects must be sharply focused. Agreement must be reached on one or two specific goals, and activity must be channelled to those goals. Fourth, participants must be recognized to reinforce the importance of the projects and provide a forum for professional rewards. Fifth, the articulation effort must focus on action, not machinery. Budgets and bureaucracy, while important, must not be allowed to become the preoccupation of the articulation effort or they may become an effective smokescreen for an inability or unwillingness to take action. (Maeroff, 1983)

Dale Parnell also identified factors which were common to successful articulation programs. In addition to reinforcing the points identified by Maeroff, he expands on that list with several other critical factors. First, and most important, policy makers (schools boards and trustees) must make a "policy demand" upon their respective systems that program coordination and articulation be the order of the day. Second, the chief executive officers of the college and school system must take the initial responsibility to open the dialogue and maintain it. This top level leadership is essential to sustain the effort and give clear signals to staff on the importance of the effort. Third, participants should be given specific charges that outline their activities and provide for timelines. Periodic progress reports should be required, and a widely distributed written program coordination agreement should be the end product of the activity. Agreements should be reviewed annually. Fourth, one individual should be identified to serve as executive

director/secretary for the project to insure that the "business" of the project is carried on effectively. (Parnell, 1985)

Catharine Warmbrod and James Long studied eighteen exemplary articulation programs and subsequently developed ten principles for articulation which are notably similar to Maeroff's and Parnell's: provide leadership and commitment from the top; involve faculty early; build relationships based on respect and trust; ensure that all parties benefit; put agreements in writing; communicate; start small and build; make someone responsible; build competency curricula; and focus on goals not turf. (Warmbrod and Long, 1986.)

Factors Which Inhibit Success

Articulation is an accomplishable goal. However, it does require commitment and a realistic recognition of the issues and problems which will be encountered. Parnell identified a number of potential traps for articulation. Early recognition of these factors will make planning and implementation of articulation programs more successful.

Turf: The biggest and most significant obstacle to successful articulation is turf. "Cooperative programming is viewed as an intrusion on one program or another. There is a reluctance by either institution to give up anything." Entering a discussion with the goal of protecting current programs and enrollment sets up an almost insurmountable obstacle to effective articulation. (Parnell, 1985)

Scheduling: Sometimes people just cannot get together. However, schedules prove adjustable when sufficient commitment exists to justify adjustments. (Parnell, 1985)

Resources: Articulation must be supported. "Inadequate funds and lack of staff time are often mentioned as problems to overcome." A multi-thousand dollar grant is not needed to start articulating. However, staff time and other resources, often in-kind, must be committed to the project. (Parnell, 1985)

Funding

The SCC/SCUSD experience clearly shows that getting started in community college/high school articulation does not require a massive infusion of outside funding. Initially articulation requires a commitment of time and staff. Some existing funding may need to be redirected to get early faculty involvement in articulation. This generally involves substitutes, especially at the secondary level, and release time at the community college. In the first year, the articulation council should select a project or activity which it can fund and accomplish easily to enhance the group's chance for success.

The amount of indirect support for an articulation effort is

directly related to the breadth and complexity of the articulation plan. If a series of simple and specific goals are outlined, initial efforts can be "bootstrapped" within existing budgets. Examples of these "free" activities are middle school student tours of the college; counselors visits, exchanges and inservice; and high school student visits to college programs. As the comprehensiveness and depth of the articulation effort expands, the success, experience, and sophistication needed to compete for supplemental funding will be evident.

Articulation is receiving increased attention at both a state and national level. Vocational Education (VEA) funds have already been earmarked for "2+2" efforts in California. Since articulation is a major recommendation of the Master Plan Commission and the Joint Legislative Committee, additional State funds may be identifiable in future budget cycles. Federal officials have identified articulation and literacy as major focuses of future legislation and funding.

Factors Which Contribute to Success - The SCC/SCUSD Experience

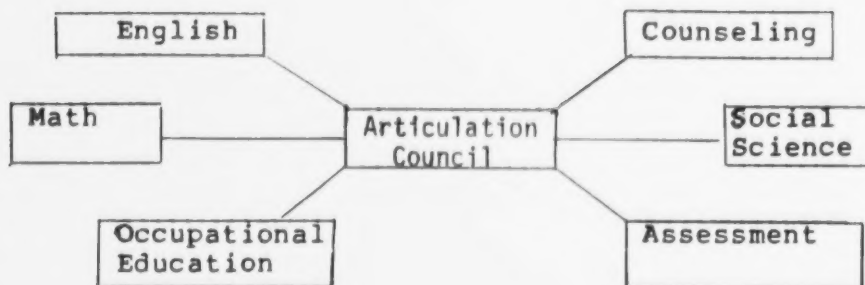
A striking similarity exists between factors which Parnell, Maeroff, Warmbrod and Long identify as contributing to the success of high school/college partnerships and those present in the SCC/SCUSD model: top level commitment, formal structure, regular meetings, faculty involvement, and clear/simple goals.

Commitment and Leadership from the "Top"

This critical factor cannot be overstressed. Full commitment and leadership from the top is probably the most significant factor in overcoming the "inhibitors." This commitment is critical for success as it reflects the organizational commitment to the articulation effort. Although articulation can happen without this leadership, it takes longer and is significantly more difficult to start and maintain.

Formal Structure

Articulation is not a casual endeavor, at least if it is going to be successful. It requires a formal structure, although it should be a relatively simple one. The CEO's serve as the co-chairs. The rest of the articulation council consists of appropriate staff and the committee chairs who carry out the activities of the group. Additional involvement of the institutional staffs is then accomplished through the committees themselves. This insures broad involvement and participation without making the group itself unwieldy. The illustration below reflects this structure.



This structure also identifies the "responsible" parties for each identified goal and helps insure progress and accomplishment. Each major objective or goal of the articulation plan needs someone in charge to insure accountability. A co-chair arrangement from both institutions is essential because it reflects the partnership arrangement of articulation and develops an atmosphere of trust and cooperation.

In conjunction with the CEO's, the committee chairs carry out the function of the articulation group. They have four major responsibilities: planning and goal setting to accomplish their objectives, priority setting for objectives, identification of problems and/or recommended solutions within assigned objectives, and progress reports on achievement of objectives.

The articulation structure also needs to be staffed. Each "party" in the articulation council must have someone who does the detail work including meeting arrangements, minute taking/sending, follow-up, and all of the other sundry tasks that make an organization function.

Regular Meetings

Articulation must be a systematic and regular activity, not something that happens once a year. Articulation meetings should be scheduled on a regular basis with agendas, written task force reports, and minutes. During the initial organization stages, monthly meetings will probably be necessary. Committees and task groups may need to meet more frequently. Once the articulation effort is "institutionalized," less frequent meetings may be appropriate. Meetings should also be rotated between the college and the school district. This rotation has the dual benefit of spreading the responsibility and broadening the knowledge of the participants in the articulation efforts and also provides for a welcome "change of scenery."

Faculty Involvement

Faculty must be involved in articulation at its earliest stages. Administrators provide the organization and resources needed to carry out articulation activities. However, the faculty do the articulating. This faculty involvement insures that all levels of

the organization are involved in the planning and implementation of the articulation activities. Faculty involvement also generates a high level of energy, enthusiasm, and collegiality which leads to professional renewal and commitment.

Written Agreements

Written agreements are clear statements of what has been agreed to and reflect the mutual commitments of both partners. These agreements are even more effective if they identify the mutual benefits of the agreement and recognize the accomplishments of the parties.

Clear/Simple Goals

Establishing clear goals must be one of the first tasks of the articulation council. Three factors should be kept in mind.

- 1) Simplicity: Goal statements should not be complicated or lofty. They should be clear simple statements of what can be accomplished.
- 2) Small Scale: Starting small helps insure that initial efforts will receive maximum attention and support and minimizes the indirect financial commitments. Initial articulation efforts should be focused on those programs which have the highest probability of success. Once off the ground, the council may gradually expand its activities.
- 3) Focus: Student progress is the overall goal of articulation, not turf protection.

PART IV - CONCLUSION

This MANAGEMENT REPORT has addressed one of the major community college issues today -- community college/secondary school articulation. Every major study in California in the last year has identified articulation as an important educational policy issue. While much of the literature has tended to focus on "2+2" type occupational or "tech prep" articulation programs, it is important to note that the SCC/SCUSD model includes not only vocational education, but also all other areas of the curriculum as well as student services. To limit articulation efforts only to the vocational area is to underutilize the full value of the high school/community college partnership. There is as much need for closely articulated transfer programs as there is for closely articulated vocational programs. Articulation is not a "vocational" or "transfer" or "transitional" issue exclusively; rather, it is an issue directly related to the broad range of community college programs and the success of all students.

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APPENDIX

SACRAMENTO CITY COLLEGE/SACRAMENTO CITY UNIFIED SCHOOL DISTRICT ARTICULATION COUNCIL MATERIALS AND PUBLICATIONS

1. Articulation Agreements for Occupational Education. Copies of sample articulation agreement formats are available.
2. College Prep Reading Guide. Guide on college level critical reading of the essay. In addition to the narrative and glossary terms, the guide contains sample essays and a student worksheet.
3. College Prep Writing Guides for Teachers and Students. Guide to help students prepare for college level writing.
4. SCC/SCUSD Articulation Council Brochure. A booklet describing the SCC/SCUSD Articulation Council and information on how and why to start an articulation council.
5. SCC/SCUSD Articulation Council Newsletters. A newsletter for faculty and staff written in feature form describing articulation activities in the district.
6. The K-12/Community College Connection. Slide/tape show highlights SCC/SCUSD Articulation. Available on a short-term loan basis from SCC's Learning Resources Center (free). Also available for purchase (\$50.00).
7. AACJC Video Teleconference - Community College Partnerships. High School/Community College Connection. VHS Tape of Conference. Available for purchase from SCC's Learning Resources Center. (\$20.00).

If you are interested in requesting any of the above materials, please write to: Dr. Linda Wark, Sacramento City College, 3835 Freeport Blvd., Sacramento, Ca. 95822-1286. (916) 449-7325.

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